DOCUMENT RESUME

ED 449 323 CE 081 202

TITLE	Ohio's Career Development Blueprint. Individual Career Plan, High School.
INSTITUTION	Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE	2000-00-00
NOTE	18p.; For K-5 and Middle School Blueprints, see CE 081 200-201.
AVAILABLE FROM	For full text: http://www.ohiocareerdev.org/pdfs/highschoolblueprint.pdf.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Career Development; Career Education; *Career Exploration; *Career Planning; Citizen Participation; Decision Making; Employment Potential; Futures (of Society); Goal Orientation; High Schools; Job Skills; Learning Activities; Occupational Information; Self Concept; *Self Evaluation (Individuals); Social Discrimination; Statewide Planning; *Student Educational Objectives; Trend Analysis; *Vocational Education
IDENTIFIERS	*Individualized Career Plans; Ohio

ABSTRACT

This publication offers guidance on how to provide high school students who have developed an individual career plan (ICP) in Grade 8 with additional opportunities to explore and verify their educational and career goals and to formally review, revise, and add to their ICP document annually. Suggestions are made related to career planning teams. Focus is on 12 key topics: self awareness; self assessment; career information; exploration; academic planning; reduction of bias; future trends; employability skills; decision making and goal setting; community development; economics; and vocational orientation. Each topic is defined and has one to three learner goals assigned to it. Following each learner goal are numerous indicators to further define the goal. In addition, activities are suggested to help students master the learner goals for each key topic. (YLB)

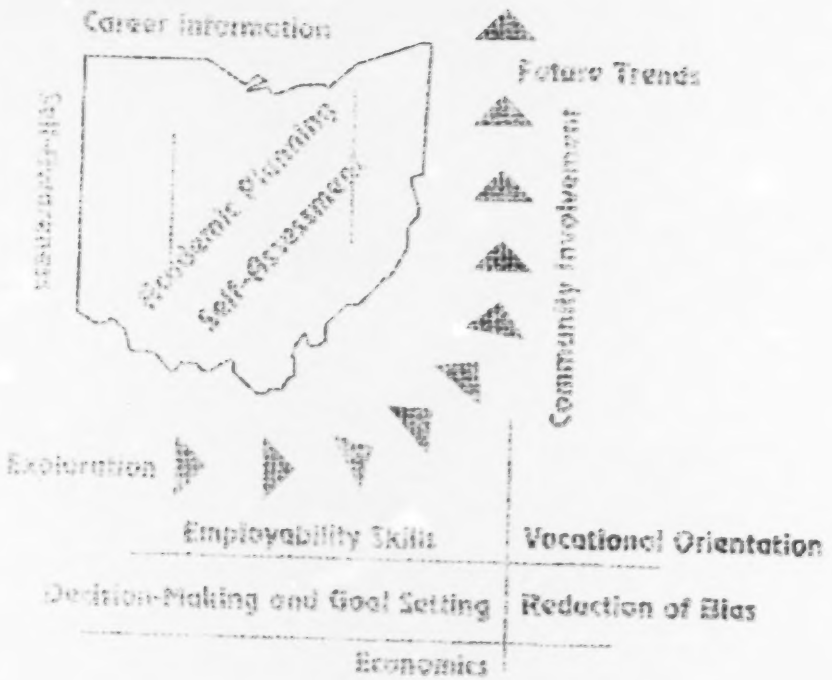
Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 449 323

Ohio's Career Development B·L·U·E·P·R·I·N·T

INDIVIDUAL CAREER PLAN

High School



PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

B. Bowermaster

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

CE 061 202

BEST COPY AVAILABLE

The learner goals and indicators in this document include the National Career Guidance and Counseling Guidelines developed by the National Occupational Information Coordinating Committee (NOICC). The competencies and indicators from the National Career Guidance and Counseling Guidelines were adapted to fit the model of the twelve key topics used in Ohio.

Ohio Department of Education
Division of Vocational and Career Education
Career Planning, Transition, and Intervention
65 South Front Street, Room 912
Columbus, Ohio 43266-0308
(614) 466-5718

INTRODUCTION

In 1989, Ohio's State Board of Education was empowered by legislation in Senate Bill 140 to prepare a plan of action for accelerating the modernization of vocational education. This bill offered unique opportunities to improve vocational and career education's responsiveness to the challenges of the 1990's and beyond.

The resulting document, *Ohio's Future at Work*, outlined specific imperatives and goals that are key to the career development of students. A focus on lifelong learning needs and the provision of career-focused education for all students are two primary imperatives for students.

Individual Career Plan

A crucial emphasis in *Ohio's Future at Work* is the development of an individual career plan (ICP) by students before they enter the ninth grade. The ICP is a learning process for students that actually begins in kindergarten and continues through the eighth grade, at which time students initiate an ICP document. The ICP process and document help students identify and explore their initial career goals. In their ICP document, eighth-grade students identify the educational plan needed to achieve those goals both at the secondary level and beyond. High school students have additional opportunities to explore and verify their educational and career goals, and to formally review, revise, and add to their ICP document annually.

The high school years are vital to the ICP process because it is then that students validate or change the tentative career goals they have established. Career development activities help them refine their ICPs into working documents that provide meaning to their secondary education and preparation for their postsecondary choices.

Twelve Key Topics

The following pages focus on twelve key **topics**. Each topic is defined and has one to three **learner goals** assigned to it. Following each learner goal are numerous **indicators** to further define the goal. Furthermore, **activities** are suggested to help students master the learner goals for each key topic.

Career Planning Teams

To assure that all twelve topics are addressed requires each middle-grade and high school building in each school district to form a career planning team. This team should include representation from the following groups:

- *Career development personnel*
- *Guidance counselors*
- *Teachers*
- *Parents*
- *Administrators*
- *Career development building leaders*

The career planning team at the local level will determine the best delivery system for educators in that building to address the twelve key topics. Review and revision of the individual's ICP is the culminating activity. The twelve key topics should be addressed through one or more of the following avenues:

- *Specific course or instructional module*
- *Existing courses that already teach some of the topics*
- *Planned, interdisciplinary approach*
- *Extracurricular activities*

Parental involvement is also an important factor in students' mastery of the learner outcomes. Activities that facilitate parental involvement have been starred (*) on the following pages.

Other issues that are key to the successful completion of the ICP process and document are

- *Linkages of students to the community outside the school*
- *Staff development for implementation of the ICP process*
- *Student accessibility to the ICP document*
- *Assessment of the student's career interests and academic achievement as documented on proficiency tests*

H3

SELF-AWARENESS

Structured means by which students gain knowledge of, understand, and express themselves

Learner Goal 1: Understand the influence of a positive self-concept.

Indicators

Identify and appreciate personal interests, abilities, and skills.
Demonstrate the ability to use peer feedback.
Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
Demonstrate an understanding of how the environment influences one's behavior.
Demonstrate an understanding of the relationship between personal behavior and self-concept.

Learner Goal 2: Develop skills to interact positively with others.

Indicators

Demonstrate effective interpersonal skills.
Demonstrate interpersonal skills required for working with and for others.
Describe appropriate employer-employee interactions in various situations.
Demonstrate how to express feelings and ideas in an appropriate manner.

Learner Goal 3: Understand the impact of growth and development.

Indicators

Describe how developmental changes affect physical and mental health.
Describe the effect of emotional and physical health on career decisions.
Describe healthy ways of dealing with stress.
Demonstrate behaviors that maintain physical and mental health.

Suggested Activities:

- *Journals*
- *Conferences and speakers to motivate and enhance self-concept*
- *Wellness fair participation*
- *Role-playing*
- *Student work exhibited in the classroom and building*
- *Investigation of one's cultural history**
- *Student exchanges with other local high school*
- *Counseling groups*
- *Conflict-resolution skills*

SELF-ASSESSMENT

Formal and informal methods that enable students to measure and interpret achievement, aptitude, interest, and personality

Learner Goal 1: Gain knowledge of individual achievements, aptitudes, interests, and personality.

Indicators

Identify personal aptitudes and interests that have remained constant and those that have changed with age.

Identify general personality traits necessary for chosen individual career goal(s).

Learner Goal 2: Develop skills to interpret assessments in relation to career choice.

Indicators

Identify personal achievements, aptitudes, and interests necessary for chosen individual career goal(s).

Demonstrate strategies to review and revise one's ICP document.

Suggested Activities:

- *Assessment instruments*
- *Follow-up interpretation activities that include parental involvement, individual and/or small-group interaction and class discussion*
- *Utilization of self-assessment information when completing the ICP document*
- *Relation and integration of results of past and current assessments*

CAREER INFORMATION

Current and specific data concerning the world of work

Learner Goal: Develop skills to locate, evaluate, and interpret career information.

Indicators

Describe the educational requirements of various occupations.
Demonstrate the use of a range of resources (for example: handbooks, career materials, labor market information, and computerized career-information delivery systems).
Demonstrate knowledge of various classification systems that categorize occupations and industries (for example: the *Dictionary of Occupational Titles*).
Describe the advantages and disadvantages of self-employment as a career option.
Identify individuals in selected occupations as possible information resources, role models, or mentors.
Identify how employment trends relate to education and training.
Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

Suggested Activities:

- *OCIS and other career information systems*
- *Media items*
- *Career periodicals*
- *Real work and or community-service experience*
- *Job fairs*
- *Entrepreneurial activities*
- *Resource speakers*
- *Career study trips*
- *Interviews with workers*
- *Use of Department of Labor publications, such as the Occupational Outlook Handbook and the Dictionary of Occupational Titles*
- *Career reports and/or projects*

EXPLORATION

Experiential opportunities to explore career options related to individual's choice

Learner Goal 1: Understand selected careers.

Indicators

Describe school and community resources to explore educational and occupational choices.

Identify worker conditions, education and training, and employment opportunities related to selected careers.

Identify career ladders possible within selected career goal(s).

Learner Goal 2: Understand and experience the process of preparation, exploration, reflection, and reevaluation.

Indicators

Compare traits, skills, and characteristics required for specific career choices with individual's traits, skills, and characteristics.

Tentatively resolve potential conflicts between personal characteristics and career choice areas.

Describe the impact of exploration activities on current career choices.

Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.

Suggested Activities:

- *Worker interviews*
- *Job shadowing*
- *Mentorships*
- *Student-parent interaction following the exploration experience**
- *Group and/or individual discussion for reflection and reevaluation*
- *Career clubs*
- *Community-sponsored exploration, such as Junior Achievement, Boy Scouts, and Girl Scouts*

ACADEMIC PLANNING

The process by which one uses all information to relate educational choices to future career goals

Learner Goal 1: Understand the relationship between educational achievement and career planning.

Indicators

Demonstrate how to apply academic and vocational skills to achieve personal goals.
Describe the relationship of academic and vocational skills to personal interests.
Describe how skills developed in academic and vocational programs relate to career goals.
Describe how education relates to the selection of college major, further training, and/or entry into the job market.
Demonstrate skills that can apply to a variety of occupational requirements.
Describe how learning skills are required in the workplace.

Learner Goal 2: Develop skills in career planning.

Indicators

Describe career plans that reflect the importance of lifelong learning.
Demonstrate knowledge of postsecondary vocational and academic programs.
Demonstrate the knowledge that changes may require retraining and upgrading of employees' skills.
Demonstrate skills necessary to compare education and job opportunities.

Learner Goal 3: Skills to annually review and revise the ICP document.

Indicators

Identify experiences that have validated the specific career goal(s) listed on the ICP document.
Identify experiences that have precipitated a change in the specific career goal(s) listed on the ICP document.
Demonstrate skills necessary to modify the career goal(s) and educational plans on the ICP document.
Demonstrate how parents and/or guardians have provided input to the ICP process and document.
Demonstrate the correlation between the ICP document and the actual courses scheduled for ensuing years in high school.
Demonstrate the correlation between the ICP document and postsecondary training or employment for graduating seniors.

Suggested Activiites

- *Parent conference to review ICPs*
- *Educational shadowing*
- *Admissions panels*
- *Study trips to secondary and post-secondary educational facilities*
- *College and/or technical school and/or career fairs*
- *Interviews with graduates*
- *Annual review of the ICP document*

H8

REDUCTION OF BIAS

An expansion of individual career choices, based on personal interests and abilities and not limited by sex, race, ethnicity, age, or handicap

Learner Goal 1: Understand the continuous changes in male and female roles.

Indicators

Identify factors that have influenced the changing career patterns of women and men.
Identify evidence of sex stereotyping and bias in educational programs and occupational settings.
Demonstrate attitudes, behaviors, and skills that contribute to eliminating sex bias and stereotyping.
Identify courses appropriate to tentative occupational choices.
Describe the advantages and problems of nontraditional occupations.

Learner Goal 2: Understand equal career opportunity for all individuals regardless of race, ethnic background, and/or handicapping condition.

Indicators

Identify evidence of current situations publicized in the news regarding equal opportunity.
Describe appropriate steps of action a victim of bias could take.
Demonstrate a knowledge of how one is personally affected by equal opportunity for all.

Suggested Activities:

- *Curricula (for example: books such as Choices, Challenges, More Choices)*
- *Activities during Black History Month and Women's History Month*
- *Audiovisual materials*
- *Role models and/or panel presentations*
- *Nontraditional worker and nontraditional vocational-student interviews and/or shadowing*
- *Teacher-modeled nonbiased behavior*
- *Staff development programs*
- *Events that celebrate diversity*
- *Nonbiased curriculum*
- *Support groups for students enrolled in nontraditional vocational programs*

FUTURE TRENDS

Information related to social, economic, and technological changes and the individual's need to adapt to those changes

Learner Goal: Develop skills necessary to adapt and succeed in the twenty-first century.

Indicators

Identify trends and changes projected for the future regarding personal career goals.
Describe the impact of demographics on career choice.
Describe the importance of lifelong learning as it relates to personal career goal(s).

Suggested Activities:

- *Periodicals such as Futurist, Career World, CAM Report, Future View, Trend Letter, Omni, and Discover*
- *Field trips to sites utilizing state-of-the-art technology*
- *Brainstorming*
- *Writing future scenarios*
- *Speakers and/or teleconferences*
- *Science fiction review*
- *Journals, including personal future events*
- *Olympics of the Mind and/or Young Inventors and/or Invention Conventions and/or Young Astronauts*
- *Interviews with parents to compare events of the past in order to forecast events**
- *Technology fairs*

EMPLOYABILITY SKILLS

Those work behaviors, abilities, and attitudes necessary to obtain, maintain, and advance in employment

Learner Goal 1: Understand the need for a positive attitude toward work and learning.

Indicators

Identify the positive contributions that workers make to society.
Demonstrate knowledge of the social significance of various occupations.
Demonstrate a positive attitude toward work.
Demonstrate learning habits and skills that can be used in various educational situations.
Demonstrate positive work attitudes and behaviors.

Learner Goal 2: Develop skills to prepare to seek, obtain, maintain, and change jobs.

Indicators

Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
Demonstrate academic or vocational skills required for a full-time or part-time job.
Demonstrate skills and behaviors necessary for a successful job interview.
Demonstrate skills in preparing a resume and completing job applications.
Identify specific job openings.
Demonstrate employability skills necessary to obtain and maintain jobs.
Demonstrate skills to assess occupational opportunities (for example: working conditions, benefits, and opportunities for change).
Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education and/or training.
Demonstrate an understanding that job opportunities often require relocation.
Prepare a career passport to provide an accurate picture of one's skills and school performance.

Suggested Activities:

- *Mock interviews*
- *Role-playing of conflict resolution*
- *Personal resumes*
- *Job fairs focusing on actual employment*
- *Letters of application*
- *Use of OCIS or another career information system for job-seeking skills*
- *Panels of personnel directors*
- *Assessment of attitudes*
- *Utilization of employment services*
- *Curriculum units*
- *Identification of common reasons employees lose jobs*
- *Interviews with people who have been unemployed*

DECISION-MAKING AND GOAL SETTING

The process of developing plans specific to a determined outcome

Learner Goal: Develop skills to make decisions and establish goals.

Indicators

Demonstrate responsibility for making tentative educational and occupational choices.
Identify alternatives in given decision-making situations.
Describe personal strengths and weaknesses in relationship to postsecondary education and/or training requirements.
Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
Identify and complete required steps toward transition from high school to entry into postsecondary education and/or training programs or work.
Identify steps to apply for and secure financial assistance for postsecondary education and/or training.
Establish short-term and long-term goals toward educational attainment and career entry.
Review, revise, and validate an ICP document.

Suggested Activities:

- *Simulation situations*
- *Audiovisual materials*
- *ICP process*
- *Decision-making units of study*
- *Interviews with older adults about key decisions they have made**
- *Participation in specific events, such as the Medicine Show*
- *Real-life decision-making situations*
- *Leadership seminars*
- *Business partnership interviews to gather input on actual work-related moral issues*

COMMUNITY INVOLVEMENT

School-based activities that encourage responsibility to and citizenship within the community

Learner Goal 1: Develop skills to become involved in the community.

Indicators

Identify personal abilities that would be of benefit to organizations within the community.

Describe how work and community involvement are interrelated.

Describe ways in which occupational skills and knowledge can be acquired through community involvement.

Learner Goal 2: Understand the specific opportunities available for community service.

Indicators

Demonstrate skills necessary to aid in specific community projects, both as individuals and groups.

Participate in community service specifically related to personal career goals.

Suggested Activities:

- *Community service projects in one of the following areas:*
  - *Poverty and homelessness*
  - *Intergenerational events*
  - *Environmental issues*
  - *Child-care*
  - *Cross-age tutoring*
  - *Substance abuse*
  - *Health care*
  - *Fine arts*
- *Internships relating personal career exploration and community service*

ECONOMICS

Information relating income, work, and economic concepts to individual career choice and money management

Learner Goal 1: Develop skills to relate income and money management to lifestyle.

Indicators

Demonstrate skills necessary to function as a consumer and manage financial resources.
Define specific income and benefit information for personal career goals.
Demonstrate a plan to financially prepare for the educational and training options defined in the ICP document.

Learner Goal 2: Understand how societal needs and functions influence the nature and structure of work.

Indicators

Describe the effect of work on life-styles.
Describe how society's needs and functions affect the supply of goods and services.
Describe how occupational and industrial trends relate to training and employment.
Demonstrate an understanding of the global economy and how it affects each individual.
Describe the influence of change in supply and demand for workers in different occupations.
Describe the costs and benefits of self-employment as compared to working for others.

Learner Goal 3: Understand the interrelationship of life roles.

Indicators

Demonstrate knowledge of life stages.
Describe factors that determine lifestyles (for example: socioeconomic status, culture, values, occupational choices, work habits).
Describe ways in which occupational choices may affect lifestyle.
Describe the contribution of work to a balanced and productive life.
Describe ways in which work, family, and leisure roles are interrelated.
Describe different career patterns and their potential effect on family patterns and lifestyle.
Describe the importance of leisure activities.
Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

Suggested Activities:

- *Junior Achievement and other applied economics programs*
- *Units on personal finance topics, such as banking, insurance, credit cards, and taxes*
- *Stock market simulations*
- *Marriage simulations utilizing a budget*

VOCATIONAL ORIENTATION

Assuring that vocational career options receive equal emphasis in an individual's educational planning

Learner Goal 1: Understand vocational options available.

Indicators

Demonstrate a knowledge of vocational training sites and programs in the community such as comprehensive school programs, vocational schools, tech-prep programs, technical schools, and community colleges.
Identify secondary vocational programs related to personal career goals.
Identify postsecondary vocational programs related to personal career goals.
Integrate vocational training into the ICP document.

Learner Goal 2: Develop skills acquired through vocational education.

Indicators

Identify immediate employment opportunities for vocational completers.
Describe personal learning-style modes addressed through vocational education.
Describe the financial and advancement opportunities for vocational completers in a career area related to personal career goals.

Suggested Activities:

- *On-site visits to vocational high school programs*
- *Job shadowing experiences with vocational students in program areas of individual interest*
- *Vocational graduates as classroom speakers*
- *Panel of vocational instructors and/or students*
- *Career fairs**
- *Vocational presentations to parents**
- *Informational materials to parents and students**
- *Written or visual reports to identify vocational options related to personal career goals*
- *Tech-prep activities*
- *Technical fairs*